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ABSTRACT

This annotated bibliography and filmography was compiled in the effort to respond to the need for teaching Holocaust literature and European history surrounding the Holocaust. Focusing on the personal narrative, this study takes a multimedia instructional approach, examining English-language materials of which librarians often have little knowledge. Published listings, publishers' catalogs, review periodicals, and online databases have been consulted, and items reviewed, in order to compile a useful bibliography that addresses the concerns of the young adult librarian. The bibliography limits its coverage of written works to those published between 1980 and 1991; however, films and videos were included regardless of their production dates. Consideration has been given to the literary or cinematic quality of a work as well as its ability to attract and hold the attention of young adults. Citations are presented under the following subject headings: Resources for Holocaust Study and Teaching (48 references); Collected Works (8 references); Escape (5 references); Hiding (5 references); Organized Resistance (2 references); Ghetto and Camp Existence (35 references); Being a Non-Jew in the Third Reich (4 references); Being a Half-Breed (2 references); and Filmography (8 references). A subject index concludes the document. (DB)

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Perspectives on the Holocaust: An Annotated Bibliography of Personal Accounts Appropriate for the Young Adult Patron

A Master's Research Paper submitted to the
Kent State University School of Library Science
in partial fulfillment of the requirements
for the degree of Master of Library Science

By

Barbara White

July, 1991

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Abstract

The Holocaust has become a "hot" topic in the publishing industry and the literary world. And for the history it teaches and the universality of its message, Holocaust literature, both adult and juvenile, will continue to be an important genre to which young adult librarians must respond. The following annotated bibliography/filmography is an effort to facilitate that response. Focusing on the personal narrative (for few works have the impact of eyewitness accounts, nor provide the same type of immediacy with which young adults can easily connect), this study takes a *multi-media* approach, examining English-language materials of which librarians often have little knowledge. Published listings, publishers' catalogs, review periodicals,and online databases have all been consulted, and items personally reviewed, in order to compile a useful bibliography characterized by succinct and informative evaluations that address the concerns of the young adult librarian.

In recognition of the great number of personal narratives published within the last ten years, this bibliography limits its coverage of written works to those published between 1980 and 1991. (Films and videos, however, have been considered regardless of their production dates.) Consideration has been given to the literary or cinematic quality of a work as well as its ability to attract and hold the attention of young adults. Both school and public librarians should find this bibliography useful in program and collection development in the area of Holocaust studies.

Master's Research Paper by

Barbara White

B.A., New York University, 1982

M.L.S., Kent State University, 1991

Approved by

Adviser _____ Date 7-19-91

These I do remember. And my soul grieveth.
All through the age hatred hath pursued us.
Throughout the years ignorance hath devoured our martyrs
As in one long day of blood. Rulers have risen through the endless years
Oppressive, savage in their witless power.
Filled with futile thought: To make an end to that which
God hath cherished.

--Yom Kippur martyrology

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and last, but not least,

Davey, for teaching me how to be goofy and loving me unconditionally.

> What matters is to struggle against silence with words, or through another form of silence. What matters is to gather a smile here and there, a tear here and there, a word here and there, and thus justify the faith placed in you, a long time ago, by so many victims . . .
>
> --Elie Wiesel

Introduction

The Holocaust, and other aspects of the Nazi subjugation of Europe, have become "hot" topics in the publishing industry and the literary world. One need look no further than the awarding of the Newbery Medal to *Number the Stars* (1990), to determine the extent to which this subject has entered the consciousness of those who determine what will be published and what will be honored. Yet despite this new willingness to confront the most disturbing era in man's history, many still assert that the Holocaust is too historical, too painful, and too foreign for American youngsters to examine realistically and in its entirety.

Nothing could be further from the truth. Rather, the Holocaust *must* be examined both for the history it teaches, and for the universality of its message concerning man's choice between good and evil, the tenacity of the human spirit, and the duplicity of silence. In addition, recent efforts to deny the Holocaust and its impact, to suggest that its extent was far less than that claimed, or worse, that it is mere fabrication, must be countered, and young adults should not be excluded from efforts to do so. For these many reasons, Holocaust literature, both adult and juvenile, will continue to be an important genre to which the librarian must respond; the following bibliographical study can serve to facilitate that response.

Essential to any discussion of the Holocaust is first to define what one means by the term. As early as 1975,[1] writers on the Holocaust were noting the failure of textbooks in the United States to adequately distinguish between the

uniqueness of the Nazi persecution and annihilation of European Jewry, and other genocidal acts in man's history. Weak comparisions with Viet Nam, contemporary facism, and even current political movements in the United States, often failed to confront the very essence of the Holocaust as a government-sanctioned policy whose focus was the use of modern technology for the systematic extermination of a *single* people, irregardless of any moral, military, or economic ramifications. This is not to suggest that the actions of Nazi Germany did not claim the lives of non-Jews, nor to minimize their loss. But to speak of the Holocaust, is to speak of an unprecedented effort that resulted in the death of two-thirds of European Jewry simply because of who they were, not because of any potential threat they presented that might validate their destruction on practical grounds.[2]

Thus, in an examination of Holocaust literature, one must never confuse the universality of its message with its precise definition--Hitler's unyielding war against the Jews. To do so, would be to negate the enormity of the Nazi crime against all of humanity.

Our hesitation to discuss the Holocaust with children and young adults stems first from a desire to protect, to shield children from the harsh realities this period in history suggests.[3] But our reluctance also reflects our own discomfort in confronting and teaching about death, and in dealing with the ambiguities of history's lessons. F. V. Monjo writes:

> The . . . bad thing about history is that . . . it gives us nothing but two-faced, oracular answers, answers that say both yes and no when we ask why there has to be so much suffering through all the ages of the past. . . . We ask it to sum up the meaning of the past for us, but we don't get our answer. We ask it to give us a clue to the everwidening mystery of life. It remains silent.[4]

Yet despite our discomfort and our reluctance, it is essential that the issues of the Holocaust be confronted; in doing so, one can take advantage of a

variety of media and formats to facilitate discussion and greater understanding of the Holocaust within a context of European and Jewish history. There is a wide range of materials now available on the Holocaust, each with its own potential appeal to young adults whose fascination with World War II and the heroic efforts of ordinary people is well-documented.[5] Fiction provides one possible avenue of exploration, the one to which we most often turn in dealing with the events of the Holocaust and its aftermath (perhaps because it permits us to stand back yet one step further from the horror of this era). But fiction alone is not satisfactory; the often-neglected area of nonfiction offers yet another possible means of viewing these events and putting them into perspective. Writing in 1982, Jo Carr decried the paucity of attention and honor bestowed upon nonfiction by teachers, parents, and librarians.[6] Today it is hoped that, at least with respect to the Holocaust, our evaluation of the role of nonfiction has become more favorable, and that within the category of nonfiction, the personal narrative or account is now recognized as a valuable genre.

It is on the personal narrative (English-language only) that this study will focus, for few works have the impact of eyewitness accounts, nor provide the same type of immediacy with which young adults can easily connect and, as a result, better grasp and comprehend the complexity, enormity, and terror that is the Holocaust.[7]

In considering personal narratives, one thinks most readily of *The Diary of Anne Frank* and Elie Wiesel's *Night,* but there is a vast array of material available for the young adult, primarily falling into two catetgories: the memoir, written from the perspective of time and distance as testimonials not only to the dead, but also to survival,[8] and the diaries and accounts written by those who met their end at the hands of their persecutors. Each format takes its own shape, influenced not only by the date of its authorship, but also by the writers'

circumstances--their countries of origin, their dates and places of internment, and their means of survival. In recognition of a veritable "explosion" of publishing activity in the area of Holocaust personal narratives within the past ten years, and the need for bibliographical coverage of these works, this study will focus exclusively on those accounts published (i.e., date of last copyright or new edition) between 1980 and 1991.

Finally, the personal narrative need not be restricted to the written page; survivors themselves question the extent to which written words can adequately relate their experiences.[9] Film provides another important opportunity to *hear* the words and *feel* the impact of Hitler's Final Solution. As Stanley Hoffman has noted:

> The printed page, or words on a stage, are no substitutes for the faces, voices, gestures of "real" people. No written flashback has the power that explodes on the screen when a scene from 1940 and a scene from the present are juxtaposed, showing the same man at thirty years' distance.[10]

Because fewer works of this kind are available, and because easy access to them is even more limited, films and videos are considered here regardless of their production dates.

No study of Holocaust materials available to librarians serving young adults would be complete without the inclusion of these personal accounts, not always as well-publicized or easily attainable as more popular works, but well worth the effort to explore in keeping with the library's role as a place in which patrons may discover a diversity of materials not necessarily geared to a mass audience.[11]

And it is precisely because much of this material is not reviewed in the librarian's most often consulted resources, that this study was deemed necessary. With each year, additional texts and films are produced regarding

the Holocaust, demanding the attention of librarians serving young adults. The bibliography as a means of access and, as intended here, a tool for critical selection, plays a valuable role in this effort. Whereas some of the more popular bibliographies on the Holocaust focus only partly or not at all on the vast diversity of personal narratives, or may be several years old and less than comprehensive, this new annotated bibliography takes on added significance.

Literature Review

> Some factions today deny that the holocaust ever took place. They claim that the whole thing is a conspiracy to defame that misjudged idealist, Hitler, and that nobody was ever gassed, nobody ever burnt in the crematoria . . . . As time goes on there are fewer and fewer of us left to testify that the abominations did happen . . . . The gas chambers were there . . . . I know, because I was there, waiting my turn which never came.
>
> --Kitty Hart, *Kitty Hart: A Return to Auschwitz*

The preceding introduction examined the reasons that make the following bibliographical study an important addition to the work already done in this area, and alluded to some of the more prominent names in Holocaust scholarship. But many more as yet unmentioned have made a significant contribution to our current thinking regarding the reason for Holocaust study, and the significance of the personal narrative.

Speaking on the universality of the Holocaust's message, as well as its impact as a lesson regarding action and inaction as moral choices, Nancy Karkowsky[12] and Michael Tritt,[13] among others, have helped us to realize the importance of seeking an understanding of this troubling part of our history. Moreover, the writing of Lucy Dawidowicz[14] serves to emphasize the danger that exists in the work of those who seek to deny the Holocaust's very existence. As Ann W. Levin has stated, in the guide to the National Learning Center's "Remember the Children": An Exhibit for Children about the Holocaust: "The Holocaust is a legacy that we can use to help our children recognize the depth of human baseness, learn the height to which the human spirit can soar, and respond to that difference."[15]

The Holocaust must be confronted in terms of the uniqueness of its severity, as well as its universality, as Rosenberg and Zevin,[16] and others cited earlier, have noted. In all of its manifestations and perspectives, however, the Holocaust is to be seen as a subject wholly appropriate for the young adult. As

Ganz has noted:

> "Everyone wants to protect youngsters from pain and suffering but blindfolding them from not knowing about something in their lives is not the answer. Understanding which comes from knowledge and dealing honestly and courageously with issues that touch their lives is important."[17]

Although strategies for presenting this material may differ in focus or method,[18] few would argue that its role is insignificant, or that the Holocaust cannot be analyzed, interpreted, and in some way related to the young adult's own world.[19]

Our growing appreciation for nonfiction, inspired in no small degree by the work of Jo Carr, Margery Fisher, Milton Meltzer, and others in the early 1980s,[20] must extend to the subject of the Holocaust, and, in particular, the personal narrative. Moreover, the immediacy of the personal narrative can be appreciated beyond the written page and within the realm of film and video. No small amount has been written analyzing the role of the filmmaker in examining Hitler and his Final Solution. Michalczyk,[21] Avisar,[22] and Insdorf[23] all testify to the tremendous visual impact of the most commonly held images of Nazi Germany--the swatstika, the gate at Auschwitz, the smokestacks--and the drama inherent to the nonfiction testimony of survivors and collaborators in works such as *Shoah, The Sorrow and the Pity,* and *Kitty: A Return to Auschwitz.*

But these better known films, and the better known written works by Frank, Wiesel, and Primo Levi, do not form the entire corpus of material available to the young adult librarian. As noted earlier, the last ten years have seen a tremendous increase in the number of personal testimonies published, as survivors seek to fulfill the mission their continued existence would seem to dictate, that of bearing witness to mankind's ultimate tragedy. Early bibliographies by Farkas and Davis[24] testify to how far we have come in

confronting this issue, especially when compared to some of the more recent, larger, and better known bibliographical tools of Szonyi,[25] Cargas,[26] Muffs,[27] De Meyer,[28] Edelheit[29], and Drew.[30] But while all are valuable contributions in their own right, each of these bibliographical works falls short in one or more ways: some fail to include the most recently published or filmed accounts (indeed, De Meyer's 1989 bibliography cites nothing published after 1985), or to recognize the variety of media available, while others are too scholarly in nature and too broad in treatment to be useful tools for the young adult librarian with too many duties and too little hours in the day. For this reason, the following bibliography provides a valuable guide to those works with which young adults can interact, and thus acquire, to some significant extent, a better understanding of the role the Holocaust continues to play in all our lives. As Milton Meltzer has noted:

> This, then, is not the Holocaust--what words can be equal to it?--but merely something about it. We who did not live it can know at least this much . . . To forget what we know would not be human . . . To remember it is to think of what being human means.[31]

Methodology

The compilation of a bibliography of Holocaust personal narratives suitable for young adults must include the consultation of published listings, publishers' catalogs, and online databases. Two DIALOG files are particularly useful in this endeavor, LCMARC-BOOKS (File 426) and BOOKS IN PRINT (File 470). In the former, specifying "non-fiction," "holocaust" materials in English at the "juvenile" level proved quite successful, while in the latter, the use of "holocaust" in combination with the subfile for Children's Books in Print (CB) yielded a wealth of recently published material.

This is not, however, to discount the usefulness of those bibliographies already in existence. In addition to those mentioned earlier, contributions by Posner,[32] Hathaway,[33] Paulin,[34] The U.S. Holocaust Memorial Council,[35] *Booklist,*[36] and the Anti-Defamation League of B'nai B'rith,[37] have proven quite useful.

Finally, the consultation of current publisher's catalogs, and recent issues of the field's most relevant reviewing tools such as School Library Journal and Booklist, proved a most worthwhile approach. Personal evaluation of all materials was, of course, a critical component of this investigation. All materials not personally reviewed are represented by bibliographical cards that remain separate from the study itself.

The filmography is organized alphabetically by title, while the larger bibliography is divided into several subject-oriented sections--Collected Works, Escape, Hiding, Organized Resistance, Ghetto and Camp Existence (further subdivided by the author's country of origin), Being a Non-Jew in the Third Reich, and Being a Half-Breed--reflecting the variety of experiences encountered by victims of the Holocaust. It is recognized that "Ghetto and Camp Existence" might at first seem to be more appropriately divided into two

separate sections, but an examination of the relevant material reveals that few persons encountered one set of circumstances without ulitmately encountering the other. Moreover, a word must be said about the category of "Organized Resistance." This section refers to those whose primary Holocaust activities were those of partisans or other typse of resistance workers. It is *not* this author's intention, however, to suggest that others did not exercise resistance, for indeed it took many forms--spritual, moral, and physical--in every place touched by the Holocaust.

Again, materials that are in their entirety personal accounts, or that make substantial use of personal accounts to support their main theses, are included. Moreover, the accounts are not those of Jewish victims alone, but those of any persons whose lives were affected by the Nazi Holocaust.

Whereas the ultimate goal of this study was the production of a tool useful to librarians making collection development and programming decisions, annotations accompanying each entry include information regarding the circumstances of a work's creation, the aim and scope of the work, background information needed by the reader, and an evaluation of the entry. Each evaluation is succinct and informative, addressing the concerns of the intended audience.[38]

In evaluating written testimonies, not only the quality of the writing was considered, but also the extent to which the writer makes the reader think and feel through the use of detail and an ability to tell a story effectively. Not all, but many of the accounts selected for inclusion here relate the experiences of children and young adults, these being the most accessible to the target audience. In addition, not all accounts are of equal literary quality, many having been authored by persons for whom writing is not a profession. Therefore, consideration was also given to the availability of other works relating similar

(although obviously not identical) circumstances when evaluating works of lesser quality for inclusion in this bibliography.[39] In evaluating films, technical considerations such as sound and film quality were, of course, taken into account, as well as the film's ability to present testimony sensitively and in such a way that makes it useful for both individual and group viewing.

Different libraries, public and school, will have different needs, and the books and films listed here present possibilities for a wide variety of uses. As noted above, the consideration of accessibility has been an important factor in evaluating the works considered below, and while some may be characterized by a level of difficulty that may exclude some young adult readers/viewers, all are believed to possess a focus and style with which young adults can identify.

Notes

1. Diane K. Roskies, Teaching the Holocaust to Children: A Review and Bibliography (New York: KTAV, 1975), 21.

2. Ilan Avisar, Screening the Holocaust: Cinema's Images of the Unimaginable (Bloomington: Indiana University Press, 1988), 91.

3. Derevensky suggests no earlier than age twelve as the age to begin confronting this topic, while Roskies notes no psychological damage in younger children exposed to the Holocaust as a subject of study and discussion. Jeffrey L. Derevensky, "Introducing Children to Holocaust Literarture: A Developmental-Psychological Approach," Judaica Librarianship 4, no. 1 (Fall 1987-1988): 54; Roskies, 44.

4. F. V. Monjo, "The Ten Bad Things About History," in Beyond Fact, 102.

5. Roger Sutton, "What Really Happened," School Library Journal 31, no. 2 (October 1984): 116; Kenneth L. Donelson and Alleen Pace Nilsen, Literature for Today's Young Adults, 3d ed. (Glenview, IL: Scott, Foresman, 1989), 212-20.

6. Jo Carr, ed., Beyond Fact: Nonfiction for Children and Young People (Chicago: American Library Association, 1982), ix.

7. Barbara C. Ganz, Holocaust Literature: Our Hope for Understanding, Paper presented at the Annual Meeting of the Eastern Regional Conference of the International Reading Association, Boston, MA, 2-5 December 1982, ERIC, ED 251 844, 18; Frances Clarke Sayers, "History Books for Children," in Beyond Fact, 96; Milton Meltzer, "Beyond Fact," in Beyond Fact, 30; Margaret A. Drew, ed., Facing History and Ourselves: Holocaust and Human Behavior Annotated Bibliography (New York: Walker, 1988), 2.

8. Sidra DeKoven Ezrahi, By Words Alone (Chicago: University of Chicago Press, 1980), 21.

9. "Just as our hunger is not that feeling of missing a meal, so our way of being cold has need of a new word. We say "hunger," we say "tiredness," "fear," "pain," we say "winter" and they are different things. They are free words, created and used by free men who lived in comfort and suffering in their homes. If the Lagers had lasted longer a new, harsh language would have been born, and only this language could express what it means to toil the whole day in the wind, with the temperature freezing, wearing only a shirt, underpants, cloth jacket and trousers, and in one's body nothing but weakness, hunger and knowledge of the end drawing near." Primo Levi, Survival in Auschwitz (New York: Collier Books, 1961), 82.

10. Avisar, 20.

11. Carolyn Caywood, "Nonprint Media Selection Guidelines," Journal of Youth

Services 2 (Fall 1988): 90-91.

12. Nancy Karkowsky, A Discussion Guide for "The Holocaust" by Bea Stadtler (New York: Behram House, 1976).

13. Michael Tritt, "Methods and Strategies: Teaching Holocaust Literature," English Quarterly 17, no. 3 (Fall 1984): 26-33.

14. Lucy S. Dawidowicz, "Lies About the Holocaust," Commentary 70, no. 6 (December 1980): 31-37.

15. Ann W. Lewin, "A Message from the President," in The National Learning Center presents "Remember the Children": An Exhibit for Children About the Holocaust (Washington, D.C.: U.S. Holocaust Memorial Council, 1988).

16. Alan Rosenberg and Jack Zevin, "Teaching About the Holocaust as Part of a Genocidal Universe," Social Studies 72, no. 3 (May/June 1981): 107-10.

17. Ganz, 16.

18. Derevensky, 53-54; Rachel Meir, "Introducing Holocaust Literature to Children," Judaica Librarianship 3, no. 1-2 (1986-1987): 65-67.

19. David M. Szonyi, The Holocaust: An Annotated Bibliography and Resource Guide (New York: KTAV, 1985), 308.

20. See Carr.

21. John J. Michalczyk, Teaching the Holocaust Through Film, Paper presented at the Modern Language Association Meeting, Los Angeles, CA, December 1982, ERIC, ED 240 011.

22. See Avisar.

23., Annette Insdorf, Indelible Shadows: Film and the Holocaust (New York: Vintage Books, 1983).

24. Sara Farkas, "Lest We Forget: Books on the Holocaust," School Library Journal 21, no. 9 (May 1975): 37-38.; Enid Davis, A Comprehensive Guide to Children's Literature with a Jewish Theme (New York: Schocken, 1981).

25. See Szonyi.

26. Henry James Cargas, The Holocaust: An Annotated Bibliography, 2d ed. (Chicago: American Library Association, 1985).

27. Judith Herschlag Muffs, The Holocaust in Books and Films: A Selected Annotated List (New York: Hippocrene, 1986).

28. Georgina I. De Meyer, "The Holocaust: An Annotated Bibliography of Materials Suitable for Young Adults," School Libraries in Canada 9, no. 3 (Spring 1989): 13-21.

29. Abraham J. and Hershel Edelheit, Bibliography of Holocaust Literature: Supplement (Boulder: Westview Press, 1990).

30. See Drew.

31. Milton Meltzer, Never to Forget: The Jews of the Holocaust (New York: Harper & Row, 1976): 191.

32. Marcia Posner, "Echoes of the Shoah: Holocaust Literature-Part II," School Library Journal 34, no. 6 (February 1988): 30-31.

33. Milton G. Hathaway, "The Second World War," School Library Journal 30, no. 6 (February 1984): 36-37.

34. Mary Ann Paulin, "The Holocaust: A Bibliography for Grades 6-9," Top of the News 42 (Spring 1986): 284-287.

35. U. S. Holocaust Memorial Council, The Holocaust: A General Annotated Filmography (Washington, D.C.: U.S. Holocaust Memorial Council, 1987).

36. "Remembering the Holocaust," Booklist 85 (June 15, 1989): 1742-54.

37. Anti-Defamation League of B'nai B'rith, "Teaching About the Holocaust, " in Human Relations Materials for the School (New York: Anti-Defamation League of B'nai B'rith, n.d.), 33-42.

38. As suggested in: Reference and Adult Services Division, American Library Association, "Guidelines for the Preparation of a Bibliography" RQ 22 (Fall 1982): 31-32. It should also be noted that the bibliographical style of Kate L. Turabian's A Manual for Writers of Term Papers, Theses, and Dissertations, 5th ed. (Chicago: University of Chicago Press, 1987) was employed.

39. Works rejected on the basis of quality, scope, or accessibility are represented by an attached set of cards detailing the reasons for rejection.

Selected Bibliography of Resources for Holocaust Study and Teaching

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Annotated Bibliography

[Note: The following works have as their primary focus the experiences of Jews and non-Jews from the time of Hitler's rise to power to the liberation of Europe from Nazi tyranny. These experiences, however, should not be examined in a vacuum, and this author recognizes a need for further bibliographical research into works that treat primarily the circumstances of European life prior to the rise of the Thrid Reich, and other works that consider in greater detail post-war experiences of Holocaust survivors and their families. These are issues that young adults interested in learning about this tragic period of history should address.]

I. Collected Works

Adler, David A. We Remember the Holocaust. NY: Holt, 1989.

Adler's book uses black and white photos (many from personal collections) and the remembrances of camp and ghetto survivors and liberators to chronicle pre-war and Holocaust experiences. Intended to be an introduction to the Holocaust for young readers, Adler's book allows the people interviewed (many of whom were children themselves during the war) to come to life through the vivid pictures they draw with their own words. Maps, a chronology, and a glossary help the reader place the stories in their proper context.

Adler, an accomplished writer of more than eighty fiction and nonfiction works, also includes a listing of suggested readings in this book of portraits sensitively drawn through straight-forward accounts that chronicle the growing hatred and humiliation that engulfed European Jewry.

Eisenberg, Azriel. The Lost Generation: Children in the Holocaust. New York: Pilgrim, 1982.

In 364 pages, Eisenberg has gathered together accounts, many memoirs and diaries, of what happened to some of the 1,200,000 Jewish children who perished in the Holocaust. Topics covered include separation from families, ghetto and camp experiences, hiding, resistance, and the rescue movement, Youth Aliyah. Included also are examples of hate literature written by and for

Aryan children.

Covering a time span between the pre-war twenties and post-war forties, Lost Generation is a rather dense collection that may best be used as a source for selections, or for leafing through to get a sense of the vast variety of Holocaust experiences. Eisenberg is an educator and author on the Holocaust, and with this work he has taken an important and unique approach to the topic.

Friedman, Ina R. Escape or Die: True Stories of Young People Who Survived the Holocaust. Reading, MA: Addison-Wesley, 1982.

Written for school-age and young adult readers, Escape or Die is an adequate collection of tales of survival and daring by Jews and non-Jews all under the age of twenty. Holocaust scholar Friedman examines the years 1933 to 1948, and provides excellent introductions for each first-hand account, including damning black and white photos of pro-Nazi collaboration in various countries. The writing here is rather stilted, and the book should have emphasized, to a greater extent, the many aspects of resistance and escape. Although not the best of its kind, Escape or Die is useful, and is strongest in its consideration of the long-term effects of the Holocaust experience. (Index and glossary included)

Haas, Gerda. These I Do Remember: Fragments from the Holocaust. Freeport, ME: Cumberland, 1982.

Gerda Haas draws together memoirs and diaries (some summarized) to effectively demonstrate the depth and geographical range of Nazi persecution. From Poland to Holland, from Lithuania to the Ukraine, Haas's witnesses (many famous, including Januscz Korczak and Fania Fenelon) reveal frightening and shocking stories set against the excellent historical context built by Haas.

Haas, a librarian and reviewer of books on the Holocaust for Library Journal, also includes her own tale among these works, along with black and white photos of her family. An interesting approach that's imminently readable, These I Do Remember can provide glimpses of experience through different voices (Jews and non-Jews) where a more in-depth examination of individual full-length diaries/memoirs is not desired. (Bibliography and glossary included)

Heifetz, Julie. Too Young To Remember. Detroit: Wayne State University Press, 1989.

Touching, conversational, and sure to attract even reluctant readers, these six accounts by women who were girls during the Holocaust represent a wide variety of backgrounds and circumstances, and give the reader some sense of the long-term psychological ramifications of the Holocaust experience. Some more familiar topics are touched on--labor camps, Auschwitz, and hiding --but also more infrequently discussed areas such as the Lebensborn camps, the strain on parent-child relationships, and the difficulty in adjusting to a normal

life again after the war.

A bibliography enhances this brief, yet interesting collection that should prove accessible to young adults and expose them to the experiences common to many young women during this era.

Lanzmann, Claude. Shoah: An Oral History of the Holocaust. The Complete Text of the Film. With a preface by Simone de Beauvoir. New York: Pantheon, 1985.

Lanzmann's book, a complement to his highly praised film, tells the story of the Holocaust through the voices and faces of its victims, and its "technicians." Black and white photos and the sheer power of the testimonies included make this a moving and shocking document. Through it, readers not only hear of camp and ghetto life, but also of the guilt of inaction of those who stood by as silent witnesses.

The interviews can be acted out as part of a program on the Holocaust, and the work can also be used as a springboard for discussion on the role of indifference and collaboration in Hitler's successful destruction of millions.

Schneider, Gertrude, ed. Muted Voices: Jewish Survivors of Latvia Remember. New York: Philosophical Library, 1987.

Beginning with Schneider's well-written introduction, and her own account based on a diary she kept as a girl in the Riga Ghetto, Muted Voices contains heartrending accounts that tell the often-neglected story of the doomed German, Czech, and Austrian Jews deported to Riga. We hear of resistance within the ghetto (Schneider notes that even hope was an important form of resistance), and of deportations and the tragic loss of family.

A bibliography, index, and maps enhance this work, as do the editor's responses to each account, in which she acknowledges the uniqueness of each individual's experiences of the Holocaust. All the accounts are well-written and provide readers with a view of a region overcome by Nazi terror but not often focused upon.

Schwertfeger, Ruth. Women of Theresienstadt: Voices from a Concentration Camp. New York: Berg, 1989.

This scholarly work is notable on two counts: its single focus on an often overlooked camp, and the consideration of the camp experiences of a single gender. Heavily dependent upon the memoirs, poems,and drawings (black and white and most appearing here for the first time) of Theresienstadt's women inmates, the book challenges commonly held notions about camp conditions and gender-specific behavior in the camps. Professor Schwertfeger has arranged her work to concentrate on five different aspects of her topic (including History of Terezin, Day to Day Life, and Cultural Activities), and has created an in-depth and often moving text with a unique focus.

For better readers, Women of Theresienstadt will be of special value to young adults with an interest in women's studies, and serves as an excellent witness to the often schizophrenic nature of the Nazis' "model" camp. (Bibliography and index included)

II. Escape

Ben Gershom, Ezra. David: The Testimony of a Holocaust Survivor. Oxford: Berg, 1988.

A captivating story of a young German Jew who managed to travel through Nazi Europe and escape to safety, and the terrific sacrifices made by those non-Jews who helped him along the way. For better young adult readers, the book examines the increasing threat Ben Gershom felt in school, and the efforts German Jews made to flee from certain disaster.

Ben Gershom is most interesting when he examines his boyhood to try to determine what had been offensive to his non-Jewish compatriots, and when he discusses the haunting image of fellow Germans turning against him. The author includes a helpful historical chronology, and notes that define difficult terms. An engrossing work, an essential purchase.

Gissing, Vera. Pearls of Childhood. New York: St. Martin's, 1988.

An important chapter from the Holocaust is revealed in Pearls of Childhood as it relates the work of British organizations to save Jewish European children by finding homes for them with loving English families. Gissing was eleven when she left her Czechoslovokian home for Great Britain, enduring the pain of separation from family, and adapting to a new country, new school, and new way of life.

At the war's end came the shocking news that Vera's family had perished, and the author chronicles her need to learn exactly what happened, her return to her faith, and her dilemma in determining what place to call home. This is a stirring and highly accessible work on an important element of the Holocaust experience.

Reisman, Arnold and Ellen. Welcome Tomorrow. Cleveland: North Coast Publishing, 1983.

A weak beginning does little justice to this interesting work in which the story of Arnold Reisman's wartime experiences in Russia is told. The Reisman family fled Lodz for the Soviet Union, and found themselves working in Siberia and on collective farms, and drafted into the Soviet army. Their final return to Lodz after the war's end revealed a terrible truth, and the family found itself once again looking for a home.

The story is told in a comfortable style that brings characters to life and

paints a vivid portrait of life in Russia for new emigrees fleeing certain death in their homeland.

Rotenberg, Alexander. Emissaries: A Memoir of the Riviera, Haute-Savoie, Switzerland, and World War II. Secaucus, NJ: Citadel, 1987.

An eighteen-year-old from Antwerp begins an arduous journey of escape to the Riviera that eventually lands him in a camp for refugees in Switzerland. Rotenberg recounts the response of French Jews to the Nazi threat and chronicles the many people he knew for only an "instant" who helped preserve his life.

Black and white photos, an index, and a gripping story help compensate for the rather stilted dialogue; Rotenberg's description of refugee life in Swiss internment camps sheds yet a different light on the Holocaust experience.

Zeller, Frederic. When Time Ran Out: Coming of Age in the Third Reich. Sag Harbor, NY: Permanent Press, 1989.

The acclaimed sculptor Zeller recounts his childhood in Berlin, examining the way in which the laws of the Nazi state (listed in an appended chronology) affected his life--the deportation or fleeing of relatives, the loss of friends to the Hitler Youth, his own escape to Holland and then England.

Hoping to create a book appealing to young adults, and basing it on his own boyhood diaries, Zeller has created an emotionally powerful, well-written contribution to the genre, with an authentic voice (including some rather rough language) that chronicles the big and small issues of childhood, and creates vivid images (complemented by black and white photos) of family and friends.

III. Hiding

Engelman, Matylda. End of the Journey. Los Angeles: Pinnacle, 1980.

Engelman's memoir reads like a suspense novel, from her escape from a Polish ghetto with her daughter to her pretense of Catholicism, from her life on the run and in hiding, to her final emigration to Australia.

A good storyteller, the author details the efforts of those who helped her along the way, and those who didn't, and the blatant anti-Semitism displayed by the Polish people upon Hitler's arrival. Black and white photos enhance this captivating work.

Frank, Anne. Anne Frank's Tales from the Annex. New York: Washington Square Press, 1983.

Some of the stories and essays in this work have appeared elsewhere, but this collection, adequately translated by Ralph Manheim and Michel Mok, brings them all together to form a more complete portrait of a girl who has come to symbolize the Holocaust for many. Emphasizing themes such as romance, friction, personal philosophy, goodness, and generosity, the stories and essays reveal Frank's introspective nature, playful outlook, and deeply felt emotions. Although the prose is somewhat immature at times, the themes and ideas are sound, and Tales from the Annex proves a worthwhile companion piece to its author's famous diary.

Tec, Nechama. Dry Tears: The Story of a Lost Childhood. New York: Oxford, 1984.

This story of hiding demonstrates the way in which family members helped each other to survive, and chronicles the loss of purpose Nazi oppression introduced into the lives of those from whom everything had been taken. Tec and her family first endured the daily violence and deportations of Poland's Lublin Ghetto, and the betraying acts of Polish and Jewish collaborators. Once in hiding, Tec and her sisters pretended to be Gentiles, and needed to address issues of assimilation and identification while engaging in dangerous black market activities.

Although the writing is merely adequate, the sense of loss and the pressures of constant danger are clearly felt by the reader as the author effectively examines the many aspects of the hiding experience.

Weinstein, Frida Scheps. A Hidden Childhood. New York: Hill & Wang, 1985.

This is a gripping and thought-provoking piece, written in the authentic voice of a child maturing throughout her years in hiding in a convent school. Weinstein takes us through the war, and reveals her own love affair with Catholic ritual and thought, her ambivalence toward the family she left behind, and her unbreakable bond with the past. This interesting approach will speak to young people, and will help them to consider their own possible reactions in similar circumstances, and their own connection with the culture they call their own.

Wolf, Jacqueline. "Take Care of Josette." A Memoir. New York: Franklin Watts, 1981.

A fourteen-year-old French girl is left to care for her four-year-old sister when her parents are taken away by the Nazis. What's left is a life of fear and uncertainty, a life dependent on the help of others, a life of narrow escapes and perilous hiding. The writing here is merely adequate, and this would be a secondary choice if other memoirs detailing similar experiences exist.

IV. Organized Resistance

Rubin, Sulia Wolozhinski. Against the Tide: The Story of an Unknown Partisan. Jerusalem: Osner & Sons, 1980.

Rubin has written a wonderful memoir, conversational in tone and perfect for excerpting and reading aloud. Here we meet a strong female protagonist whose wartime experiences are extraordinary and powerful. From her love of a Gentile Pole, her life in the ghetto, and her escape to work with the partisans (possible only through an affair with a male partisan) to her post-war adventures, Rubin demonstrates the tremendous lengths one can go to remain alive, and yet still remain true to oneself.

While Rubin does speak frankly of sexual activity amongst the partisans, she does so in delicate terms, and presents here an exciting and melancholy story that sheds light on the partisan experience.

Zamoyska-Panek, Christine, and Fred Benton Holmber. Have You Forgotten? A Memoir of Poland 1939-1945. New York: Doubleday, 1989.

Contrasting the many stories of Polish collaboration, Have You Forgotten shows the courage, defiance, and patriotism of a fourteen-year-old Polish countess who loses her home and life of privelege, but not her commitment to resistance. Joining the Polish underground, the author helped smuggle people into the free zone, and endured imprisonment and torture for her actions. Although the book does chronicle some very grim events, its unusual perspective makes it an important addition to the corpus of Holocaust personal accounts, and to library collections in this subject area.

V. Ghetto and Camp Existence

A. Czechoslovakia

Klein, Cecilie. Sentenced to Live : A Survivor's Memoir. New York: Holocaust Library, 1988.

Klein's well-written account of her survival in Auschwitz after deportation from her home in Czechoslovakia, and her guilt-ridden post-Auschwitz existence, is more a eulogy than a mere memoir. Going through the camps with her sister, Klein demonstrates how the two kept each other alive in the face of the great physical challenge the brutality and uncertainty of the camp experience introduced. Most striking is Klein's recognition that her survival was mostly due to her overseer's affection for artistic children--the author herself wrote poetry.

This is by no means a hopeful treatise, but it is important for young people to understand the continuing impact of the Holocaust on survivors' lives, and the way in which that impact changes as the life of each survivor changes. Klein's book can be instrumental in helping them gain this understanding.

B. France

Bonifas, Aime. Prisoner 20-801: A French National in the Nazi Labor Camps. 4th ed. Translated by Claude R. Foster, Jr., and Mildred M. Van Sice. Carbondale: Southern Illinois University Press, 1987.

Bonifas is now a pastor notable for his work as a pacifist; as a young man, he joined the French Resistance for which he received years of imprisonment in Nazi labor camps. Bonifas eloquently examines the camp experience from a theological perspective, trying to reconcile what he perceives as God's absence from the camps, and the church's inaction on behalf of the victims of Nazi tyranny. A thought-provoking book to be read and discussed, its religious element is not overwhelming or intrusive, but rather an integral part of its gripping nature. (An appendix listing notable Christians imprisoned in Nazi camps is also included.)

Fenelon, Fania, and Marcelle Routier. Playing For Time. New York: Berkeley, 1983.

After reading Fenelon's first chapter describing her performance of the Marseillaise upon liberation, the reader will be hooked on this remarkable story of a woman whose life was saved by being part of Auschwitz's famous orchestra that performed for marching inmates and well-known officers (Mengele and Himmler among them).

The half-Jewish, Resistance worker Fenelon would experience Birkenau and Bergen-Belsen before tasting freedom again, and it was her courage and endurance from which her fellow prisoners drew strength. In the face of camp brutality and madness, Fania placed friendship above all else, and her book is filled with vivid portraits of those who shared her life. A *must* for any collection or program.

Haas, Albert. The Doctor and the Damned. New York: St. Martin's, 1984.

Haas, the founder of rehabilitation camps for Holocaust survivors and a professor at NYU, spent the war years first in Resistance work with his wife, and later as a concentration camp doctor. His extremely well-written and engrossing account details his training and missions for the Free French, painful sessions of torture at the hands of his captors, and moral dilemmas faced in the camps, dilemmas that torment him still.

Haas and his wife were decorated for their important Resistance activities, and the exciting story of their wartime experiences will surely captivate young readers.

C. Germany

Auerbacher, Inge. I am A Star--Child of the Holocaust. New York: Prentice-Hall, 1986.

Auerbacher was one of the few children to survive internment in Terezin. Now a scientist, she has written the story of her life between the ages of seven and ten with a child's directness and a voice that is never condescending toward the young reader. Providing background information about her hometown and the rise of Naziism, the author enhances this work through the effective use of poetry, black and white photos, maps, and Israel Bernbaum's haunting illustrations.

Most poignant is the demonstration of kindness between families in the camps, and the loss of friends in a place where even a small percentage of Jewish blood meant death. A starved mouse found dead in a doll's bed demonstrates most vividly camp deprivation and horror. (A chronology and list of suggested readings is also included.)

D. Holland

Hillesum, Etty. An Interrupted Life: The Diaries of Etty Hillesum 1941-1943. New York: Washington Square Press, 1981.

Hillesum has become a controversial hero of the Holocaust. Better young adult readers will find in her diaries Etty's transformation from a self-obsessed woman concerned with worldly pleasures into a spiritual altruist at work in the transit camp Westerbork.

Etty was highly educated and her diary displays a sophisticated and mature tone that ranges from discussions of sexual encounters to points of religious philosophy and understanding. Was Etty truly a selfless martyr, or did she merely adopt a new persona to enhance her own self-adulation? An Interrupted Life, read along with the following entry, can help the reader begin to answer this question.

Hillesum, Etty. Letters from Westerbork. Translated by Arnold J. Pomerans. New York: Pantheon, 1986.

An introduction that details the Nazi infiltration into the Netherlands and the history of Westerbork, sets the stage for Etty's correspondence with friends regarding her work nursing the ill in the transit camp, her efforts to maintain a positive attitude, and her desperation as the deportation of her family nears.

Young adults will identify with Hillesum's youthful spirit (she was twenty-nine when she died) that exemplifies an important form of resistance to Nazi degradation and murder. Hillesum's final postcard, thrown from the window of her deportation train, will remain with readers as a moving epitaph to a fascinating life.

E. Hungary

Freilich, Samuel. The Coldest Winter: The Holocaust Memoirs of Rabbi Samuel Freilich. New York: Holocaust Library, 1988.

Freilich's account of his experiences in prison and in a slave labor battalian speaks to the choices and dilemmas that were present in his day-to-day life and the continuing struggle liberation by the Russian army introduced. The author presents information regarding the changing borders and political alliances that affected wartorn Czechoslovakia and Hungary, and the everpresent anti-Semitism encountered before and after the war. Although reasonably well-written, others offer a more dramatic and appealing (to young adults) account of similar events.

Hellman, Peter. The Auschwitz Album: A Book Based Upon an Album Discovered by a Concentration Camp Survivor, Lili Meier. New York: Random, 1982.

This is not the traditional diary or memoir written by a Holocaust survivor, but rather a rare chronicle of murder and cruelty kept by the criminals themselves. Photographers were assigned to record the arrival of Hungarian deportees at Auschwitz-Birkenau, the selection process, and its aftermath, and it is their pictures, and those of families and friends preserved by the murdered until their last moments of life, that fill this fascinating volume. Captions note the large and small details in each black and white photo, including the time of day when taken and some background historical information. An introduction tells the story of the woman who found the collection, discovering the faces of friends and neighbors among its photos.

This is a unique and important addition to any Holocaust collection for young adults, affording them the opportunity to encounter the evil of the Final Solution in a more direct way through a different and highly effective medium.

Heyman, Eva. The Diary of Eva Heyman: Child of the Holocaust. Translated by Moshe Kohn. New York: Shapolsky, 1988.

A well-written introduction by Judah Marten gives the history of the Jews in the town Eva Heyman lived in with her grandparents until her deportation and death in Auschwitz at age thirteen. Eva's diary itself covers only a one and a half month period but it reveals a life of assimilation and comfort slowly destroyed by the threat of growing restrictions, arrest, and deportations. The authentic voice of a child comes through in the "accented" translation, and the desperate note sounded at the diary's conclusion, as Eva (shown in black and white photos) awaits what she knows could be a terrible fate, is most affecting.

Hersh, Gizelle, and Peggy Mann. Gizelle, Save the Children! New York: Everest, 1980.

With her experienced coauthor Peggy Mann, Hersh has written a fast-paced and engrossing account of the events she encountered as part of her Holocaust experience--ghetto life, Auschwitz, and liberation. She effectively builds the historical context for her reader, and in clear, although not terribly lyrical prose, relates the tale of a teenager responding to extraordinary circumstances and the tremendous responsibility placed upon her by her doomed mother.

Hersh also examines the role that might have been played by other countries in preventing the Holocaust as she concludes a memoir that is perhaps not the best of its kind, but is nevertheless worthy of consideration for collection development.

Siegel, Aranka. Upon the Head of the Goat: A Childhood in Hungary 1939-1944. New York: Farrar, 1981.

Younger readers, and those with poorer reading skills, will find Upon the Head of the Goat a useful introduction to the experiences of Jews in wartorn Hungary: the hardships and fears encountered as the Nazi terror spread to her homeland, and the degradation of ghetto life. Readers will find the book's final scene, in which the author and her family arrive at the point of departure for Auschwitz, a chilling, artfully done conclusion to an interesting, highly accessible work.

F. Lithuania

Fromme, Frieda. Some Dare to Dream: Frieda Fromme's Escape from Lithuania. Ames: Iowa State University Press, 1988.

Geographically, one moves to another region of Europe with Fromme's adequately written account of her life under two occupying armies. Fromme's

wartime experiences, beginning at age fifteen, included work as a secret agent, imprisonment, escape from a prison camp, precarious survival on the front lines, and finally a dangerous journey through occupied Eastern Europe to safety.

Fromme first wrote this account in 1947, and its pages are filled with freshly-made memories. The text includes a map and history of the area, and black and white photos of Fromme's town and the ghetto there. Some Dare to Dream is an interesting account revealing the impact of Nazi aggression on this region of Europe.

Mishell, William W. Kaddish for Kovno: Life and Death in a Lithuanian Ghetto 1941-1945. Chicago: Chicago Review Press, 1988.

William Mishell endured the horrors of Dachau before the Holocaust ended, but it is of life before and after the establishment of the ghetto in his hometown that he writes most movingly, creating a highly personal document that also introduces the reader to the history of Jews in Lithuania and their suffering at the hands of both the Nazis and the Lithuanian partisans.

The horrors of the ghetto--child "actions" and victims burnt alive--are strikingly reported, and made more powerful by the black and white historical photos that accompany those of the author himself. Lastly, appendices offering a chronology, and a record of executions in the ghetto, make Kaddish for Kovno an even more valuable resource.

G. Norway

Lie, Arne Brun, and Robby Robinson. Night and Fog. New York: Norton, 1990.

Juxtaposing a trans-Atlantic boat trip of today with his wartime experiences, Lie has produced a thought-provoking work that reflects on the nature and propriety of revenge against one's oppressors. The author's tone is conversational (with some rough language included) as he recounts his childhood, Resistance activities, camp internment, and return to a "normal" life, and his work demonstrates the long-term effect of the Holocaust on the lives of survivors. Young adults should find this book gripping. (Index included)

H. Poland

Adler, Stanislaw. In the Warsaw Ghetto 1940-1943: An Account of a Witness. The Memoirs of Stanislaw Adler. Jerusalem: Yad Vashem and the Anti-Defamation League of B'nai B'rith, 1982.

The perspective of a former ghetto policeman in hiding outside the ghetto's walls is afforded by this memoir, a recording of the negotiations, collaboration, resistance, and hunger that made up daily life in the ghetto. Adler

left the Jewish police force before it began its active role in hunting down others for deportation, yet his work helps us to understand the motives of the ghetto police officers. Rather dense at 330 pages, the volume is more suitable for better readers and for use in Holocaust curriculum preparation. (Index included)

Appleman-Jurman, Alicia. Alicia: My Story. New York: Bantam, 1988.

Alicia is the story of remarkable resourcefulness that spelled survival for a young woman and, for a time, her mother. Within its covers, we read of the anti-Semitism of pre-war Poland, the betrayal and loss suffered during years of ghetto life and hiding, and the generosity of some Gentiles in helping despite the danger to themselves. Appleman-Jurman writes a plainly-told account with an authentic voice that effectively relates the terror and desperation of the Holocaust years.

Brewster, Eva. Vanished in Darkness: An Auschwitz Memoir. Edmonton: NeWest Press, 1984.

Eva Brewster was one of only seven to survive out of a transport of one thousand, and she offers here a well-written, engrossing tale of her teenage years in Auschwitz. Brewster's account of the life of women in Birkenau-Auschwitz is one of deep friendships and strong ties that helped preserve sanity; and it paints a brutal, unrelenting picture of the social/political structure of the camp, efforts at escape, and the final days of Nazi rule. An outstanding work, this is an important purchase for young adult collections on the Holocaust.

Eisner, Jack. The Survivor. New York: Morrow, 1980.

Eisner's exceptional memoir follows the well-known advocate for Holocaust commemoration through his extraordinary teenage years as ghetto inhabitant and smuggler, camp inmate and escapee, and death march survivor. Family, friends, and enemies all come alive through Eisner's gripping prose (that include some harsh language), and young people will become quickly caught up in the lives of those encountered. Maps placed throughout the text, and a section of black and white photos, help Eisner fulfill his goal to act as witness and "gravestone" for those who perished.

Fenderber-Salz, Bertha. And the Sun Kept Shining . . . New York: Holocaust Library, 1980.

This chronicle of a woman caught in a life of terror--her husband deported, her daughters in hiding with a Polish family, her own life spent first in the ghetto, next in hiding, and finally in Auschwitz and Bergen-Belsen--is essential reading. The author (originally from Cracow) provides vivid vignettes of despair and fear, and demonstrates how, despite their efforts at

dehumanization, it was the Nazis themselves who ultimately lost their membership in the human race.

Beautifully and powerfully written, And the Sun Kept Shining relates the lasting horror of the Holocaust, and is a painful witness to the Final Solution and its impact. (Photos and maps complement this moving and fascinating story.)

Geve, Thomas. Guns and Barbed Wire: A Child Survives the Holocaust. Chicago: Academy, 1987.

Entering Auschwitz at the age of thirteen, Geve experienced many of the natural events of teenage life in an "unnatural" environment; it was this world that he captured in drawings upon his liberation. Here he adds words to these works (reproduced in color), and through illustration and text he details the everyday life of the camps in an energetic manner, showing what inmates did just to get by. These illustrations are primitve yet moving and informational (maps of the camp are included).

Considered a classic in Europe and Israel, this work is very readable, and should be highly accessible to young adults as it confronts many of the complex experiences of growing up with which every teenager can relate.

Hart, Kitty. Return to Auschwitz. New York: Atheneum, 1982.

This important work is a detailed account of a young Polish girl's fight for survival in the Lublin ghetto and Auschwitz. Hart spares us nothing as she describes every harrowing aspect of the camps and the way in which psychological triumph led to physical perseverance. The final death march and eventual liberation, and her difficulties in adjusting to life in England are topics also included here, as is a discussion of her current views toward Germany and Naziism now. Black and white photos enrich this very important contribution to the corpus of Holocaust memoirs. (Index included)

Hilberg, Raul, et al., eds. The Warsaw Diary of Adam Czerniakow: Prelude to Doom. New York: Stein & Day, 1982.

Nine notebooks, dated September 6, 1939 to July 23, 1942, record the personal and public events in the life of Czerniakow, the hated and pitied head of the Judenrat of the Warsaw Ghetto. A precise chronicle of the cultural, educational, and daily events of the ghetto is present in Czerniakow's brief diary entries that are not always filled with dramatic news but that have a powerful cummulative effect on the reader.

Maps, photos, and a foreword on the organization of the ghetto help readers understand the world in which Czerniakow lived. A second foreword depicts the Judenrat chief as a kinder, more generous spirit than others would have us see him. Readers can dip into this lengthy text and reach some conclusions for themselves. It would be interesting to compare entries for specific dates, where possible, in this and other ghetto diaries listed here in

order to gain greater understanding of their individual authors.

Kaplan, Chaim A. Scroll of Agony: The Warsaw Diary of Chaim A. Kaplan. Translated by Abraham I. Katsh. New York: Macmillan, 1981.

"If my life ends--what will become of my diary?" So ends Kaplan's Warsaw diary (September 1, 1939 to August 4, 1942), which he believed to be the only one of its kind. Early on, Kaplan saw the true threat of Nazi ideology, and it is in a plain yet moving manner that this educator chronicled the daily despair of life in the ghetto. Although a rather lengthy work, Scroll of Agony is an important record from this period, and no collection on the Holocaust should, if possible, be without it.

Korczak, Janusz. The Ghetto Years 1939-1942. Israel: Ghetto Fighter's House, 1980.

Korczak is famous for his devotion to the orphans in his care, a devotion that led him to follow them to the gas chambers of Treblinka. An assimilated Jew who strove to understand his own people and heritage while an inmate of the Warsaw Ghetto, Korczak reveals, through his words, the desperation, courage, and introspective nature of a man whose work is testimony to the enduring strength of the heart and mind.

Highlighted by black and white photos and an introduction based on oral testimonies and documents about Korczak, this scholarly work is by no means an easy read, but it can be effectively used as an example of the man and his times, and is an important addition to any collection on the Holocaust.

Laks, Szymon. Music of Another World. Translated by Chester A. Kisel. Evanston: Northwestern University Press, 1989.

A noted Polish composer writes of his experiences as a member of the Auschwitz band and, in so doing, speaks to the contradictory nature of the SS Officers he encountered--their capacity to love beauty and yet to commit unspeakable horrors. In brief chapters and vignettes, Laks points to the strange dichotomies and odd moments found in camp life, especially for those involved in one of the "luxury" professions. This is a very readable account that confirms much of what we already know about life in the camps, but from a rather special perspective.

Lewin, Abraham. A Cup of Tears: A Diary of the Warsaw Ghetto. New York: Blackwell, 1989.

A well-written introduction by Anton Rolonsky, maps, and black and white photos establish a context for the portion of Lewin's diary (April 1942 to January 1943) discovered and published here. In it, Lewin, a teacher writing for the

ghetto's secret archives, records personal tragedy, and the broader tragedy of a community confronted with constant brutality.

Lewin minces no words in reporting what he sees; this is a scholar's work in its thoughtfulness, attention to detail, and historical perspective, and a poet's work in its vivid images that serve as a living testimony to a special man. (Index included)

Orenstein, Henry. I Shall Live: Surviving Against All Odds 1939-1945. New York: Simon & Schuster, 1987.

Orenstein's work is a well-written, engrossing account of the tension found in ghetto life, the strength of one family in their effort to survive, and the horrible conditions of the camps. Its remarkable portraits of Poles who came to the family's aid and those who didn't, and its almost literary quality are notable, yet they must take a back seat to Orenstein's chronicle of his work with the Chemiker Commando--an ultra-secret group of pseudo-scientists, mathematicians, etc. pulled together by the Nazis for defense research--work that provided him some security in the five camps he inhabited. This is a fascinating story, and is a wonderful resource through which young adults can learn of yet another form of resistance.

Posmantier, Harry. The Last of the Numbered Men: A Memoir of the Holocaust. New York: Vantage, 1984.

This book is recommended for reluctant and younger readers for its prose are simple and clear. The author tells the story of his life as a plumber's apprentice, and his later experiences in twelve labor/concentration camps. Most interesting are his examples of cooperation between prisoners, and his observations on the way in which the various camps differed. Black and white photos enhance the text.

Rubenstein, Erna F. The Survivor in Us All: A Memoir of the Holocaust. Hamden, CT: Archon Books, 1983.

Despite stilted dialogue, The Survivor in Us All is a gripping, suspenseful tale of a teenager's life in the ghetto and two camps (including Auschwitz), and the strong bond that kept her and her sisters together and surviving throughout their ordeal. Perhaps most striking is the continued possibility of teenage love, not just outside of, but also inside, the camps, and the unflagging need to look pretty for an admirer. Young adults should find this work very accessible and certainly captivating.

Rubinowicz, Dawid. The Diary of Dawid Rubinowicz. Translated by Derek Bowman. Edmonds, Washington: Creative Options, 1982.

As Germany invaded Poland, and his family was relocated to a ghetto in Bedzentin, twelve-year-old Dawid recorded these and other events in a diary that would span the final two years of his life. The diary reflects the rapid maturation of a young boy faced with the brutality and deprivation of the ghetto; its abrupt end came, after two years, with the deportation of Dawid and his family to Treblinka, where they perished.

Young adults will find this work engrossing. Dawid could have been any boy, writing about the mundane and the extraordinary in his life, and for that his work will be rememberd by all who read it. The introduction tells of Dawid's life and the way in which his diary was discovered; black and white photos show the brutalization of innocent people in the ghettos and camps.

Schupak, Joseph. The Dead Years. Translated by Paul Kleinbart and Gabrielle Schulte-Haverman. New York: Holocaust Library, 1986.

Much of what readers will find in Schupak's work will ring familiar, but his strangely gripping account of five years of ghetto and camp life, written simply in a conversational tone, will be especially appealing to younger and reluctant readers. Schupack writes of Polish collaboration and anti-Semitism, and of wartime deprivation, and he presents a skillfully written epitaph for friends and family lost, bearing witness to their suffering during the Holocaust.

Selver-Urbach, Sara. Through the Window of My Home: Recollections from the Lodz Ghetto. Translated by Siona Bodansky. Jerusalem: Yad Vashem, 1986.

Sara Selver kept a diary as an inmate in one of Hitler's labor camps using scraps of paper found here and there. In this diary, on which her book is based, she recorded her experiences in the Lodz ghetto, and in Auschwitz, and the horror of seeing family members perish one by one (black and white photos of Sara and her family are included). Sara conveys the schizophrenic nature of the ghetto by questioning the appropriateness of happiness in such a place, and reader and author both mourn at the fate of Sara's family--she was the only one of nine to survive. This is an extremely well-written text that reaffirms the strength of family ties in the face of danger; Sara's window was her family, through which all the world received its meaning.

I. Soviet Union

Rubinstein, Donna. I Am the Only Survivor of Krasnostav. New York: Shengold, 1982.

Unlike the rest of her family and, in fact, her whole town, Donna

Rubinstein escaped the mass execution of August, 29, 1941, and survived the war by working as a forced laborer under false Ukranian papers. From her account we gain a perspective on the horror of the Nazis' alternative means of extermination, and on the expectations of the Soviet Union's Jews when hearing of the Germans imminent arrival.

This is not a first choice (its prose are rather choppy), but should be a consideration for substantial collections wishing to broaden their offerings.

J. United States

Spanjaard, Barry. Don't Fence Me In: An American Teenager in the Holocaust. Saugus, CA: B & B Publishing, 1981.

Young adults will be fascinated by this story. A sixteen-year-old American in military school sits down to write a most amazing memoir of his years as a boy in the Netherlands prior to World War II, and his time spent with his parents, as inmates of three concentration camps, including Bergen-Belsen. It was Spanjaard's American citizenship that finally won his family's release in a prisoner exchange, but it did not spare them the deprivation and horror of camp life.

Spanjaard wrote his memoir, which he locked away along with his memories for many years, in a cynical, humorous tone, that shows him to have been an average teenager who in extraordinary circumstances still strove to capture life's remaining joys. A "must " for young adult collections and programming on the Holocaust.

VI. Being a non-Jew in the Third Reich

Butterworth, Emma Macalik. As the Waltz Was Ending. New York: Four Winds, 1982.

Butterworth's contribution chronicles her youth in Austria, first filled with music and dancing, and later with the hardships of war and the brutal Russian occupation (including her own kidnapping and rape). While her parents were opposed to Hitler, Emma flirted with participation in Hitler's youth organization for girls (BDM), and her attraction to, and ultimate rejection of, this lifestyle is important for young people to examine.

As the Waltz Was Ending is a readable book, and accessible to younger readers as well as young adults. It tells of the rise of Naziism from a different perspective, although it fails to address the consequences of silence in the face of wrongdoing, an issue that must be confronted.

Gies, Miep, and Alison Leslie Gold. Anne Frank Remembered: The Story of the Woman Who Helped to Hide the Frank Family. New York: Simon & Schuster, 1987.

Miep Gies shares with her readers a new perspective, not only on the Frank family, but on Dutch resistance efforts. In an easy, conversational style that should appeal even to reluctant readers, Gies reveals herself to be a woman of great strength and inner beauty as she chronicles her childhood, her relationship with the Franks, and the experiences of both families during the war years.

Gies' s sorrow over the fate of the Frank family is palpable even today; she has written a fitting memorial to both them and herself, a gripping, engrossing acount that gives new dimension to the Anne Frank story with which so many are familiar.

Kruger, Horst. A Crack in the Wall: Growing Up Under Hitler. New York: Fromm International, 1982.

The author was born in 1919, and he seeks, in this classic book reissued here with a new afterword, to try to understand how Hitler's seduction of a nation succeeded. Here is a well-written, interesting attempt to examine the socio-economic and political circumstances of pre-war Germany, along with the circumstances in a single family, to try to come to some conclusions about Germany in the thirties and forties.

Kruger raises some interesting points about the damning nature of "unconscious evil" and silence, and these, along with his sentiment that Hitler still lives in every German, can be the basis for a rich discussion.

Von Der Grun, Max. Howl Like the Wolves: Growing Up in Nazi Germany. New York: Morrow, 1980.

This author also examines his own family against the backdrop of historical events, including Third Reich documents along with black and white historical photos to enrich his account of the intrusion of Naziism into his own family, and its growth into the "organized delirium" of the German people.

The extent to which the author succeeds in explaining the how and why of Hitler's rise to power must be judged by the individual reader. This fascinating work will keep young adult readers reading to the very end, and it might prove a good basis for a discussion comparing it with Kruger's work listed above.

VII. Being a Half-Breed

Demetz, Hana. The House on Prague Street. New York: St. Martin's, 1980.

The well-written prose and affecting drama may leave some young adult readers believing they have read a novel, rather than the very true story of a girlhood spent in the midst of a world gone mad. Hana's mother was Jewish, her father a Gentile. Before the war's end, her mother would know the degradation of wearing a star on her clothing, and suffer an early death because adequate medical care was unavailable to her. Her father would also feel the impact of Nazi rule, being fired for the religious beliefs of his wife, and, after liberation, murdered because of assumed guilt during the violent anti-German backlash.

Readers will learn of Hana's relationship with a young fellow in the Hitler Youth movement, of her first kiss, and of her despair and anguish at the deportation of relatives. The house on Prague Street, the home of her grandparents, symbolizes what had been before, and what was to come, as a result of the war.

Hecht, Ingeborg. Invisible Walls: A German Family Under the Nuremberg Laws. Translated by J. Maxwell Brownjohn. San Diego: Harcourt, 1985.

The Nuremberg Laws each serve as an introduction to the events in the author's life for which they were responsible--her Jewish father's loss of business, restrictions on her education, and her own loss of citizenship. Hecht focuses on two interesting points: the shame felt at not suffering as much as "full" Jews, and the lack of financial compensation available after the war because of her half-breed status.

This memoir of bridging two very different worlds is well-written, and readers should find it more than accessible, indeed captivating.

Filmography

Courage to Care. 28 min. Anti-Defamation League Media. 1986. Videocassette.

Through the personal testimony of survivors and those who, at great risk, helped them to survive, Courage to Care examines the moments at which moral choices must be made, and the grave repercussions of indifference. Stories from France, Holland, Poland, and other countries, images of the witnesses then and now, and a simple, affecting soundtrack, all work to create a striking tribute to those for whom "righteousness" seemed the only course of action.

Genocide. 52 min. Thorn/EMI Video. n.d. Videocassette.

Volume twenty of the acclaimed World at War television series, Genocide combines archival footage, personal testimony (of survivors and Nazi officers), and Laurence Olivier's powerful narration to tell the story of the rise of the Aryan nation--the psychology, politics, and technology of a culture of mass murder and racial superiority. In examining the roles played by Eichmann, Himmler, and other prominent figures in the Third Reich, this work is most striking in its demonstration of the ordinariness and orderliness of the Nazis' preparation for their heinous and extraordinary mission.

Kitty: Return to Auschwitz. 82 min. Trident Television/Thorn EMI Video. 1979. Videocassette.

Kitty Hart knew that in thirty or forty years there would be no one to tell the story of what happened to her and others in Auschwitz, where she spent two years of her youth. Now living in England, Kitty returned to Auschwitz with her son, and what is witnessed here is shattering as Kitty reaches back into her memory to recreate out of rubble and empty buildings the horror of that place. She struggles to find the words to accurately convey the experience of arriving there at night, and of the lengths gone to just to survive; and she eloquently explains her current views toward the German people.

Although rather long, young adults should be captivated by this strong, outspoken woman, and the film serves as an excellent complement (whether shown in excerpts or in its entirety) to the book listed in this bibliography.

Memory of a Moment. 10 min. Canadian Broadcasting System Journal Program. 1986. Videocassette.

Originally broadcast on the MacNeil, Lehrer News Hour, this brief film documents the reunion of a man who was in Buchenwald as a teenager and the American who liberated him. Leon Bass, himself just out of high school, was the first black man Robert Waisman had ever seen. Historical footage of the camps helps the viewer to understand what Leon Bass saw that day, and Bass speaks

not only of that particular experience, but also of his experiences in a segregated army, and the way in which Buchenwald altered his understanding of human suffering. This is a small contribution with a tremendous impact and would be most effective in programming, especially where a multi-cultural audience will be in attendance.

Now . . . After All These Years. 60 min. A film by Pavel Schnabel and Harald Ludeis. Arthur Cantor Films. 1981. Videocassette. (English subtitles)

This may be the most disturbing film viewers will ever see. In 1939, the last Jews were driven out of Rhina; in 1981 no Jews lived there. The makers of this film juxtapose the denial of the older Rhina inhabitants of their role in the persecution of the Jews in their town (who had enjoyed an active and rather integrated life there before the rise of the Third Reich), with the very different remembrances of the victims who survived and now live in New York.

This is not a short film, but what it has to say about duplicity, selective memory, and hate is so valuable that no collection for young adults should be without it. In many ways, it sums up what all of the memoirs and diaries collectively have to tell us.

A Portrait of Elie Wiesel: In the Shadow of the Flames. 58 min. PBS Video. 1988. Videocassette.

This is a film most appropriate for more mature viewers; Wiesel raises philosophical issues that may be inaccessible to most young adults, and, as a result, they may miss the valuable portrait Wiesel paints of his childhood in Sighet, and of life in the camps and after liberation. This film may best be used in an excerpted form, and it would be well-worth the librarian's time to review it in order to locate the most useful segments. (Wiesel's story of the just man in Sodom at the end of the film is one such example.) Wiesel is brilliant as always; each library must decide, however, about the appropriateness of this film for its young adult patrons.

Safe Haven. 58 min. PBS Video. 1988. Videocassette.

Robert Clary narrates this fascinating account of the Holocaust refugee camp established in Oswego, New York in 1944, the people interned there, and their lives as temporary guests of a government who saved a token few only at the threat of political scandal.

Safe Haven confronts the role of the United States in Hitler's successful extermination of millions, while it also examines, through personal testimonies, the kindness of Oswego's residents toward the refugees, and the desperate efforts made by the refugees to gain permanent residency status at the war's end. Viewers should be fascinated by this different perspective on the Holocaust.

To Bear Witness. 41 min. Phoenix Films, Inc. 1981. Videocassette.

Delegates from fourteen countries coming together for the First Liberators' Conference (sponsored by the United States Holocaust Memorial Council), and their moving reunion, are the focal point of this important film that mixes archival footage and personal reminiscences to tell the story of the Nazi rise to power, the Final Solution, and the liberation of the death camps. Examining many apsects of the Holocaust, the film's greatest strength lies in the witnesses' own stories, their faces as they expose their memories to the viewer, and the evidence provided as to the commonality and uniqueness in all Holocaust experiences.

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